



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10881281  
SAU: Lewiston School Department  
School: Pettingill Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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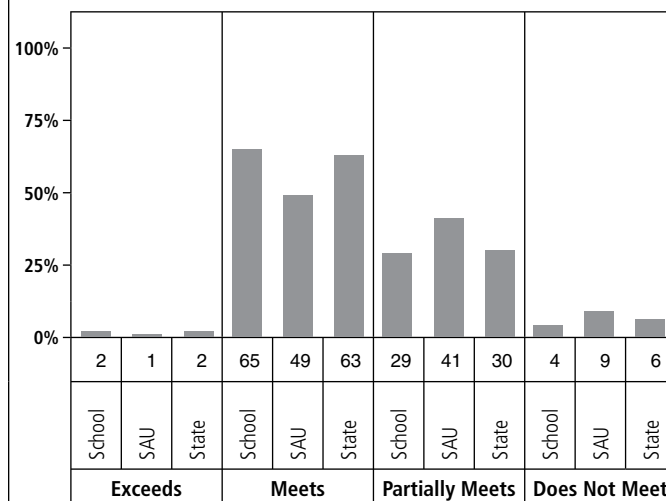
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Pettingill Elementary School

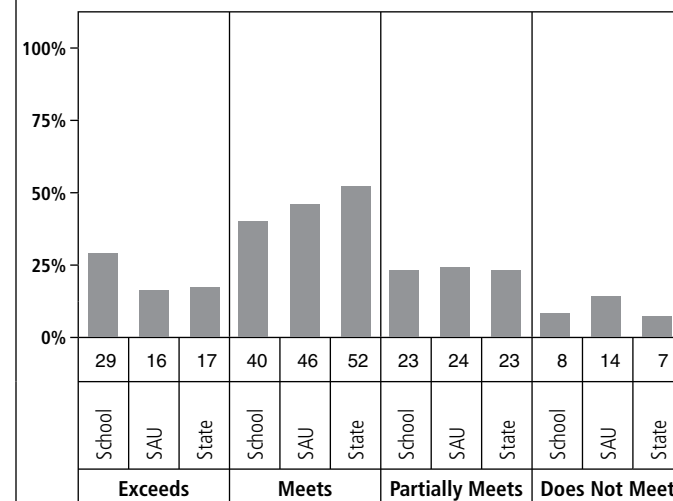
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	349	340	345
2007–2008	346	342	344
<b>2008–2009</b>	<b>346</b>	<b>342</b>	<b>345</b>
Cum. Avg.*	347	341	345
<b>Mathematics</b>			
2006–2007	354	338	347
2007–2008	351	342	347
<b>2008–2009</b>	<b>349</b>	<b>345</b>	<b>348</b>
Cum. Avg.*	351	342	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Lewiston School Department  
School: Pettingill Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	48	100	377	100	13763	100	48	100	376	100	13691	100	48	100	376	100	13691	100						
<b>Ethnicity</b> African American/Black	1	2	95	25	416	3	1	100	95	100	412	99	1	100	95	100	414	100						
American Indian or Native Alaskan	0	0	2	1	102	1	0	0	2	100	101	100	0	0	2	100	101	100						
Asian or Pacific Islander	0	0	2	1	232	2	0	0	2	100	226	97	0	0	2	100	227	98						
Hispanic	2	4	13	3	167	1	2	100	13	100	164	98	2	100	13	100	164	98						
Caucasian/White	45	94	265	70	12846	93	45	100	264	100	12788	100	45	100	264	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	19	73	19	2414	18	9	100	72	99	2388	100	9	100	72	99	2388	100						
<b>Current LEP</b>	0	0	85	23	420	3	0	0	85	100	413	98	0	0	85	100	417	99						
<b>Economically disadvantaged</b>	19	40	263	70	5887	43	19	100	262	100	5847	100	19	100	262	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	34	71	215	57	10316	75	35	73	218	58	10355	75						
Identified disability (PET/IEP)	1	3	3	1	437	4	2	6	3	1	445	4						
LEP	0	0	23	11	192	2	0	0	24	11	193	2						
504 plan	2	6	4	2	83	1	2	6	4	2	83	1						
<b>Participation with accommodations</b>	14	29	154	41	3179	23	13	27	152	40	3152	23						
Identified disability (PET/IEP)	8	57	63	41	1757	55	7	54	63	41	1759	56						
LEP	0	0	60	39	214	7	0	0	60	39	219	7						
504 plan	0	0	3	2	63	2	0	0	3	2	64	2						
Other	6	43	30	19	1192	37	6	46	28	18	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	6	2	194	1	0	0	6	2	184	1						
Identified disability (PET/IEP)	0	0	6	100	194	100	0	0	6	100	184	100						
LEP	0	0	1	17	5	3	0	0	1	17	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	1	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	1	0	53	0	0	0	1	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Lewiston School Department  
School: Pettingill Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	8	4	1	332	2
	2007-2008	1	2	3	1	227	2
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>262</b>	<b>2</b>
	Cum. Total*	5	4	10	1	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	31	78	154	48	8691	63
	2007-2008	31	67	184	49	8403	62
	<b>2008-2009</b>	<b>31</b>	<b>65</b>	<b>179</b>	<b>49</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	93	69	517	48	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	6	15	96	30	3781	27
	2007-2008	14	30	145	38	4018	30
	<b>2008-2009</b>	<b>14</b>	<b>29</b>	<b>152</b>	<b>41</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	34	25	393	37	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	70	22	1021	7
	2007-2008	0	0	45	12	938	7
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>35</b>	<b>9</b>	<b>748</b>	<b>6</b>
	Cum. Total*	2	1	150	14	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.7	64.6	25.7	55.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.0	65.6	18.0	56.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.7	62.1	7.7	55.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Pettingill Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	48	1	2	31	65	14	29	2	4	346	369	1	49	41	9	342	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1										93	0	20	53	27	336	402	0	40	41	18	339
American Indian or Native Alaskan	0										2						99	0	64	31	5	343
Asian or Pacific Islander	0										2						222	4	63	25	8	345
Hispanic	2										13	0	23	62	15	337	162	0	51	38	10	342
Caucasian/White	45	1	2	30	67	12	27	2	4	347	259	1	59	36	3	344	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	3	33	5	56	1	11	340	66	0	32	58	11	338	2194	0	32	50	18	338
No	39	1	3	28	72	9	23	1	3	348	303	1	52	38	9	343	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										83	0	16	58	27	335	406	0	39	41	20	339
No	48	1	2	31	65	14	29	2	4	346	286	1	58	36	5	344	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	19	1	5	9	47	8	42	1	5	344	256	0	38	49	13	340	5721	1	52	39	9	342
No	29	0	0	22	76	6	21	1	3	348	113	2	73	24	2	347	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	48	1	2	31	65	14	29	2	4	346	369	1	49	41	9	342	13489	2	63	30	6	345
<b>Gender</b>																						
Female	22	0	0	15	68	6	27	1	5	348	181	1	50	39	10	343	6568	3	67	26	4	346
Male	26	1	4	16	62	8	31	1	4	345	188	1	47	44	9	341	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	3	30	6	60	1	10	340	145	1	28	54	17	338	2300	0	39	49	11	340
No	38	1	3	28	74	8	21	1	3	348	224	1	62	33	4	345	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	2										18	11	89	0	0	353	155	11	87	2	0	354
No	46	0	0	30	65	14	30	2	4	346	351	0	46	43	10	341	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Pettingill Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	50	1	50	334	3	0	8	50	42	333	5	1	44	39	16	340
B. less than one hour	76	1	3	25	71	8	23	1	3	348	75	1	56	36	7	343	80	2	66	28	4	345
C. one to two hours	15	0	0	4	57	3	43	0	0	343	16	0	33	56	11	339	13	2	61	32	6	344
D. more than two hours	4	0	0	0	0	2	100	0	0	340	6	0	24	57	19	338	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	0	0	10	59	6	35	1	6	347	47	1	52	36	11	342	47	3	68	24	4	346
B. good	47	1	5	17	77	4	18	0	0	348	39	1	50	42	7	342	41	1	62	31	5	344
C. fair	15	0	0	3	43	4	57	0	0	343	12	0	31	60	10	340	9	0	51	41	8	342
D. poor	2	0	0	0	0	0	0	1	100	330	2	0	44	22	33	338	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	34	0	0	10	63	5	31	1	6	347	39	1	45	43	11	341	31	3	63	28	6	345
B. They match some of what I have learned.	49	1	4	15	65	6	26	1	4	347	42	1	58	34	7	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	4	57	3	43	0	0	343	14	0	39	51	10	339	14	1	53	39	7	342
D. There is no match.	2	0	0	1	100	0	0	0	0	350	5	0	33	50	17	339	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	26	1	8	4	33	6	50	1	8	343	28	1	29	54	16	338	18	1	50	38	11	342
B. about the same as my regular schoolwork	70	0	0	25	76	7	21	1	3	348	54	1	62	32	5	344	57	2	68	26	3	346
C. easier than my regular schoolwork	4	0	0	1	50	1	50	0	0	344	19	0	38	49	13	339	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	2	25	5	63	1	13	341	26	0	30	51	19	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	53	1	4	17	68	6	24	1	4	348	46	2	54	36	8	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	30	0	0	11	79	3	21	0	0	348	28	0	56	40	4	344	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	39	1	6	9	50	7	39	1	6	345	26	1	58	34	6	344	22	3	67	25	4	346
B. 20 minutes to an hour	39	0	0	14	78	4	22	0	0	347	33	1	47	43	10	342	46	2	68	26	4	346
C. less than 20 minutes	13	0	0	4	67	1	17	1	17	347	24	1	44	42	13	341	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	2	50	2	50	0	0	346	17	0	42	50	8	340	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	17	1	13	4	50	3	38	0	0	348	37	1	49	43	7	342	29	1	56	36	7	343
B. six to ten pages	28	0	0	8	62	5	38	0	0	344	19	0	36	55	9	340	21	2	62	31	5	344
C. eleven or more pages	55	0	0	18	69	6	23	2	8	347	44	1	54	33	12	343	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										67	0	17	67	17	338						
B.	0										33	0	33	33	33	334						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Lewiston School Department
School:	Pettingill Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	10	25	22	7	1985	14
	2007-2008	11	24	39	10	2277	17
	<b>2008-2009</b>	<b>14</b>	<b>29</b>	<b>60</b>	<b>16</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	35	26	121	11	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	21	53	129	40	6990	51
	2007-2008	23	50	162	43	6764	50
	<b>2008-2009</b>	<b>19</b>	<b>40</b>	<b>170</b>	<b>46</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	63	47	461	43	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	8	20	101	31	3673	27
	2007-2008	12	26	120	32	3504	26
	<b>2008-2009</b>	<b>11</b>	<b>23</b>	<b>90</b>	<b>24</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	31	23	311	29	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	3	74	23	1193	9
	2007-2008	0	0	56	15	1044	8
	<b>2008-2009</b>	<b>4</b>	<b>8</b>	<b>50</b>	<b>14</b>	<b>997</b>	<b>7</b>
	Cum. Total*	5	4	180	17	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	32.4	67.5	29.9	62.3	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.9	64.5	12.2	61.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.6	82.5	5.9	73.8	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.1	63.8	5.0	62.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	7.8	65.0	6.9	57.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Pettingill Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	48	14	29	19	40	11	23	4	8	349	370	16	46	24	14	345	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	1										94	5	37	36	21	338	407	7	37	32	24	338
American Indian or Native Alaskan	0										2						99	7	47	38	7	344
Asian or Pacific Islander	0										2						223	25	45	24	7	350
Hispanic	2										13	0	31	38	31	333	162	6	44	35	15	341
Caucasian/White	45	14	31	18	40	10	22	3	7	351	259	21	49	20	10	348	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	2	22	1	11	3	33	3	33	336	66	8	36	26	30	338	2204	6	36	36	22	338
No	39	12	31	18	46	8	21	1	3	352	304	18	48	24	10	347	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										84	6	36	37	21	339	412	7	37	35	21	339
No	48	14	29	19	40	11	23	4	8	349	286	19	49	21	11	347	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	19	2	11	6	32	8	42	3	16	340	257	11	44	28	17	343	5727	10	48	31	12	343
No	29	12	41	13	45	3	10	1	3	356	113	28	50	16	6	352	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	48	14	29	19	40	11	23	4	8	349	370	16	46	24	14	345	13501	17	52	23	7	348
<b>Gender</b>																						
Female	22	7	32	7	32	7	32	1	5	351	181	15	40	28	17	344	6568	16	52	24	8	348
Male	26	7	27	12	46	4	15	3	12	348	189	17	51	21	11	347	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	4	40	5	50	1	10	336	145	4	39	40	17	339	2300	4	43	39	14	340
No	38	14	37	15	39	6	16	3	8	353	225	24	50	14	12	350	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	2										18	56	44	0	0	366	155	73	26	1	0	368
No	46	13	28	18	39	11	24	4	9	349	352	14	46	26	14	344	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Pettingill Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	50	1	50	320	3	8	17	42	33	332	5	9	38	32	21	340
B. less than one hour	76	13	37	13	37	7	20	2	6	353	75	19	52	20	8	349	80	19	54	22	5	349
C. one to two hours	15	1	14	3	43	2	29	1	14	343	16	11	35	32	23	340	13	16	51	24	9	347
D. more than two hours	4	0	0	1	50	1	50	0	0	341	6	5	19	43	33	334	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	7	41	4	24	4	24	2	12	349	47	21	43	21	15	347	40	25	51	17	7	351
B. good	51	6	25	14	58	4	17	0	0	353	38	14	57	20	9	347	45	14	56	24	6	348
C. fair	9	1	25	0	0	2	50	1	25	336	13	6	32	43	19	339	12	7	49	34	10	343
D. poor	4	0	0	0	0	1	50	1	50	329	2	14	14	43	29	338	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	51	9	39	6	26	7	30	1	4	351	46	24	41	26	8	348	38	23	52	19	5	351
B. They match some of what I have learned.	40	5	28	10	56	3	17	0	0	353	40	14	51	20	15	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	347	8	0	66	21	14	343	12	10	45	33	12	343
D. There is no match.	4	0	0	0	0	0	0	2	100	324	6	0	20	40	40	334	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	27	2	17	2	17	6	50	2	17	340	25	7	44	28	22	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	64	11	38	13	45	3	10	2	7	353	51	25	47	20	8	350	59	19	55	21	5	350
C. easier than my regular schoolwork	9	1	25	2	50	1	25	0	0	352	24	9	46	27	18	342	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	14	0	0	2	33	2	33	2	33	333	19	6	35	41	18	339	15	8	41	35	15	341
B. 30–45 minutes	34	6	40	7	47	2	13	0	0	356	28	17	60	19	4	349	29	16	54	23	6	348
C. 45–60 minutes	27	6	50	4	33	2	17	0	0	358	31	23	50	14	14	349	32	21	55	19	5	350
D. more than 60 minutes	25	2	18	3	27	4	36	2	18	340	21	17	33	25	24	342	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	1	20	2	40	2	40	330	9	0	29	44	26	334	6	6	33	39	23	337
B. two or three days a week	11	0	0	2	40	3	60	0	0	340	10	8	42	33	17	341	12	15	55	22	8	348
C. two or three times each month	30	7	50	4	29	3	21	0	0	355	19	21	49	22	9	348	26	20	56	19	5	350
D. never or almost never	49	7	30	11	48	3	13	2	9	352	62	19	49	20	13	347	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	26	1	8	2	17	8	67	1	8	339	31	10	35	37	18	340	37	14	51	27	9	346
B. two or three days a week	26	5	42	7	58	0	0	0	0	357	32	19	54	17	10	348	27	20	55	19	6	350
C. two or three times each month	30	6	43	6	43	1	7	1	7	354	17	20	44	23	13	347	19	22	53	19	6	350
D. never or almost never	17	1	13	3	38	2	25	2	25	343	20	19	53	15	13	348	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										70	0	0	86	14	331						
B.	0										30	0	33	33	33	339						
C.	0										0											
D.	0										0											